

Lewes and District YMCA

Inspection report for early years provision

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Inspector Susan McCourt

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Lewes and District YMCA Out of School Club opened in 2004. It is run by the YMCA and operates from the YMCA building in Lewes, East Sussex. The club is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It has the use of the gymnasium on the ground floor and Studio One and the games room on the first floor, in addition to facilities in the club itself. A maximum of 24 children may attend the club at any one time. There are currently 75 children on roll for the holiday playscheme. In school holidays, the club is open each weekday from 8.30am to 5.30pm. All children share access to a secure, enclosed outdoor play area.

Currently, the after school club has 30 children aged from four years to under eight years on roll; of these, three are in the early years age group. The club is open each weekday from 3pm to 6pm during term time. Children come from Lewes and the surrounding area. The club provides a collection service from three local primary schools. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The club employs seven staff, three of whom hold relevant qualifications at level 3. Two staff have a level 2 qualification and two staff are currently in training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club meets the individual needs of children very well. Children can be largely independent in the after school club and they have lots of fun setting their own challenges. The staff have built effective relationships with parents and partners which support children's consistent care. Staff reflect on their practice and are focused on developing the club to a high standard. This means that they have a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the physical security of the external gate, to give children more independence and choice about playing outside.

The effectiveness of leadership and management of the early years provision

The club safeguards children well. All staff are checked as to their suitability and they all undergo child protection training. Thorough recruitment and induction procedures mean that staff have a good working knowledge of the policies and know exactly what to do, should they have concerns about a child's welfare. Staff undertake regular reviews of the risk assessment and follow any procedures identified which minimise risks to children. For example, the "walking bus" follows a set route, and children and staff wear high-visibility jackets. All documentation and records are well-maintained, and this underpins children's well-being. Leaders and managers take a robust approach to improvement and all staff work together to improve the outcomes for children. They share best practice with other settings in the organisation, which helps them to reflect on areas for improvement. Action plans set realistic targets and all staff help to monitor and improve the provision.

The staff has a well-established and strong anti-discriminatory philosophy and address the individual needs of children very well. Staff are aware of the different languages that children speak and any additional needs they may have. Staff are attentive in addressing these additional needs, as they are aware that this helps to address achievement gaps. The rooms and resources reflect a diverse society, which helps children to value each other and treat their friends with respect. The play spaces are welcoming, providing cosy areas for relaxation, and space to play a variety of activities. The outdoor area also gives lots of space for children to engage in different activities without encroaching on each other. Staff deploy themselves well, assisting the children and playing alongside as good role models. Staff work closely with parents to ensure they are meeting their child's needs. Staff share verbal feedback and invite parents' views on what is provided. Parents value the service very highly and state that it provides a significant contribution to their child's welfare and development. Staff also work closely with the schools and other agencies to liaise about the children's well-being. This means that staff are aware of the current developmental goals of children in the Foundation Stage, and are working towards the same outcomes. As skilful practitioners, staff are able to help children achieve while also providing a hugely enjoyable time.

The quality and standards of the early years provision and outcomes for children

Staff have a strong understanding of the Foundation Stage and provide a good environment for children to relax, play and take part in energetic games. Staff understand that the club facilitates children's leisure time, and they follow playwork principles to this end. Children have good opportunities to be independent. They can set their own challenges and devise their own games from the resources available. Staff know the children very well and provide resources accordingly. This means, for example, that if children have a particular interest in baking, they will always find the right ingredients ready for them. The outdoor area is only available to children once everyone is present, as the external gate

requires constant adult supervision. This reduces their ability to be independent in their play choices. Otherwise, the routine is well-organised and provides time for lengthy periods of play and a choice about when to eat. Staff make observations of children's skills, interests and achievements and use these very effectively to plan an interesting and enjoyable time.

Children settle quickly when they arrive and are soon absorbed and engaged in good quality play. They clearly feel very safe with the staff team as they chat about their day and ask for support where needed. The rooms and outdoor area provide lots of space for children to explore and they are aware of how to keep themselves safe. For example, children take care on the scooters and other equipment and also look out for each other as they play. Children adopt healthy and hygienic practices as a matter of course and can choose from a range of healthy options at mealtimes. Water and a healthy snack are always available through the sessions and, though children can eat at any time, they tend to eat with their friends in sociable groups. Children have great fun playing outside, developing imaginative games or sports practice with the range of equipment available.

Children relish opportunities to play freely with an array of different materials. They make cornflour 'gloop' and spend lengthy periods exploring how it moves and feels. Staff are alongside to join in and extend children's learning, for instance, by expanding their vocabulary, or suggesting different things to try. Children are happy to explore new ideas and their playfulness is rewarded by the huge amounts of fun that they have together. Children experiment with different flavours while baking, and learn about which ingredients are involved in how a cake rises when cooked. Staff teach new skills, such as how to separate eggs, and take over for the technical aspects, such as using the microwave and oven. Children enjoy using different games on the computer and also use other technological toys and instruments in their play. Children behave well, as they clearly understand what is expected of them. They build good friendships across the age range, as well as with their peers. Children are happy to be assertive about their rights in turn-taking and support each other in deciding what to do. They are very persistent in learning new skills and show great confidence. Consequently, in the main, they build good skills for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met